Revised March 17, 2005

OMB Control Number: 1860-0745

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal Ms. Christine Cassidy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Park Western Place Elementary School
(As it should appear in the official records)

School Mailing Address 1214 Park Western Place
(If address is P.O. Box, also include street address)

San Pedro | California | 90732-2220
City | State | Zip Code+4 (9 digits total)

County Los Angeles School Code Number* 19647336018675

Telephone (310) 833-3591 Fax (310) 833-6413

Website/URL www.lausd.net E-mail ccassidy@lausd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Gov. Roy Romer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Angeles Unified School District Tel. (213)241-2450

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Jose Huizar
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _432_ Elementary schools
   __77_ Middle schools
   _____ Junior high schools
   __60 High schools
   _144_ Other

   __713 TOTAL

*Multilevel, Magnet, Continuation H.S., Special Ed., Community Day, Opportunity H.S., Community Adult

2. District Per Pupil Expenditure: _$6533_____

   Average State Per Pupil Expenditure: __$6822_____(2002_$6719)____

SCHOOL (To be completed by all schools)

**Please note that our statistics include one magnet school on our campus. We have 264, 1st – 5th graders in the Gifted/High Ability Magnet. We have incorporated the data wherever possible.

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 6+_____ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	47	27	**74**	**8**			
1	46	56	**102**	**9**			
2	57	55	**112**	**10**			
3	69	52	**121**	**11**			
4	67	55	**122**	**12**			
5	73	48	**121**	**Other**			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				652

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

25 % White
11 % Black or African American
47 % Hispanic or Latino
17 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	12
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	653
(5)	Subtotal in row (3) divided by total in row (4)	.047
(6)	Amount in row (5) multiplied by 100	4.74

8. Limited English Proficient students in the school: 8 %
54 Total Number Limited English Proficient

Number of languages represented: 5
Specify languages: Spanish, Japanese, Farsi, Thai, Korean

9. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 342

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __6__ %
__42__ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__2__ Autism	____ Orthopedic Impairment
____ Deafness	__2__ Other Health Impaired
____ Deaf-Blindness	_16 Specific Learning Disability
____ Emotional Disturbance	__4__ Speech or Language Impairment
____ Hearing Impairment	____ Traumatic Brain Injury
18__ Mental Retardation	____ Visual Impairment Including Blindness
____ Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	32	
Special resource teachers/specialists	1	
Paraprofessionals	7	3
Support staff	8	6
Total number	49	

12. Average school student-"classroom teacher" ratio: _24:1_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	92%	90%	91%	91%	92%
Teacher turnover rate	15%	10%	3%	3%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

1.
Park Western Place Elementary School is in San Pedro, overlooking the working harbor of Los Angeles. At the southernmost tip of the sprawling Los Angeles Unified School District, it is located on a hillside next to a public housing project. Many of the students reside there or come from nearby urban areas and residential communities. In addition to our regular educational program comprising three/fifths of our student population, our campus includes two special education classes, and a gifted magnet focusing on math and science. We are a Title I school with 53% of our population classified as economically disadvantaged. Our student population of 652 reflects the wide ethnic diversity of our city with a blend of 47% Hispanic, 24.7% White, 17.3% Asian and 11% Black. Five different primary languages are represented and 8% of our students have limited English. Most English learners achieve proficient levels of English fluency within three years.

Park Western Place is an extraordinary learning environment with a shared vision. "All students can and will advance their learning in an engaging and challenging environment." It is our belief that students, regardless of ethnicity, primary language, socioeconomic status, or gender, are capable of attaining proficiency in their learning. We all embrace this goal: the teachers, the parents, the principal, the support staff, and, most significantly, the students. Everyone in our school community is encouraged to be a role model to this purpose. Our goal is that all students advance; no student slips through the cracks; all students are supported and offered a full spectrum of opportunity. We have constructed a rigorous, systematic curriculum of depth and scope that is based on standards, appropriate assessment, and clear expectations of achievement.

Our students have made noteworthy gains, the most significant in our lower achieving student population. In the last five years our level of student achievement has gone well beyond the expectations of the state of California, and surpassed the schools in our area, including many schools in other more affluent areas.

We have achieved a school culture of teamwork through positive and open communication between parents, teachers, administration, staff, and students. Our staff is highly committed and supportive. With a pervasive willingness to go beyond expectations, teachers have shared their talents to create such traditions as a school-wide Heritage Pageant celebrating diversity, a Colonial Faire, chorus presentations and musicals, an overnight learning experiences at Catalina Island Marine Institute, Astro Camp, and Cabrillo Museum. A literature anthology, ***The Bridge***, is published yearly to encourage student authors. Extensive parent volunteers make valuable contributions such as teaching folk dance, organizing our classroom Resource Room, assisting in special programs such as Math and Science Fun Days, and Land Conservancy Nature Hikes. We have written grants to fund such things as our beautiful student library provided by Wonder of Reading; the Arts Prototype program taught by trained experts to reinforce learning in the curriculum areas using a variety of learning modalities; acquisition of appropriate classroom materials for our Resource Room which stocks materials in all curriculum areas for students at all learning levels; books, and technology for the classroom; a new playground from a Kirk Douglas grant; and advanced professional development for teachers.

Our educational vision is to provide students with strong learning tools and skills, and a broad range of experiences and information to help them understand and engage fully in the world in which they live. We know students can be accomplished learners and at our school they are.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1.

The State of California mandates that all schools will participate in the California Standardized Testing and Reporting (STAR) Program. Since 1999, the State requires language arts and mathematics assessments to measure the grade-level skills of each student based upon the adopted California Academic Content Standards. This assessment is called the California Standards Test (CST). Students grade 2 to 11 take this test. This nationally norm-referenced multiple choice achievement test known as the California Achievement Test, Sixth Edition (CAT/6) has been administered since 2003. The Stanford 9 (SAT/9) was used from 1998 to 2002.

Since 1999, California rates all schools with a numeric score, the Academic Performance Index (API). API reflects a school's performance on the STAR which includes the California Standards Test and to a smaller degree the CAT/6. Scores range from 200 to 1000. 800 is the statewide target score. Adequate Yearly Progress (AYP) goals are set to continue to make advancement in student achievement to ensure that "No Child is Left Behind." Every sub group at our school has exceeded the goals.

Our school has shown impressive and consistent growth in all areas. We have exceeded our AYP in all categories including Special Education. The current API score for our school is 910; in 1999 it was 793. All subgroups currently have API scores that exceed 800, with our most impressive gains made in our underperforming subgroups as shown below:

	# tested	1998/ 1999	# tested	1999/ 2000	# tested	2000/ 2001	# tested	2001/ 2002	# tested	2002/ 2003	# tested	2003/ 2004
API Score	349	**793**	355	**821**	366	**864**	401	**878**	436	**888**	467	**910**
Sub Groups												
Socioeconomic Disadvantaged	160	**670**	168	**697**	174	**786**	209	**816**	201	**820**	211	**860**
Hispanic	134	**659**	137	**689**	139	**767**	159	**801**	186	**818**	230	**847**

STAR results are aligned to the California State Standards for reading, language arts, and mathematics. It generates scores for each student, classifying achievement as advanced, proficient, basic, or below basic. In reading, our student proficiency level in 2004 is 77%, with 40% advanced, from 63% proficient and 25% advanced in 2001. The gains are especially impressive since our regular educaton population which is primarily low income is growing and comprises half of the students tested. Our greatest gains were made in our socio-economically disadvantaged and Hispanic subgroups. 64% of our disadvantaged students scored at or above proficiency and 23% were advanced, an increase from 40% proficient and 13% advanced in 2001. 61% of our Hispanic population scored at or above proficiency and 22% were advanced, up from 31% proficiency and 7% advanced levels in 2001. Results in math are even higher. CELDT, The English Language Development Test is given twice a year with a higher pass rate than both the local district and the school district as a whole.

Assessments used regularly on our school site allow us to monitor the ongoing progress of each student. Those assessments are strong indicators of student performance on state tests. Scholastic Reading Inventory (SRI) is a computer based reading comprehension assessment with approximately 85% correlation to STAR and CAT/6. Records of Oral Text (running records) are administered regularly to primary students. In mathematics, a similar tracking program, Lightspan, is administered to assess performance aligned to the curriculum standards, and quarterly math assessments are given to all students.

2.
Assessment is viewed positively as a friendly guide at Park Western. It keeps us focused on growth, allows us to celebrate achievements, and guides us closer to our desired destination. Assessment guides our practice, strategic planning, and goal setting. At the beginning of each school year, staff members carefully review and analyze test data from the CAT/6, California Standards Tests (STAR), and district Performance Assessments to find patterns and trends. The faculty shares this information in detail, identifying strengths and determining areas of focus. Teachers are given detailed test results for both incoming students and prior students to carefully analyze. Special attention is placed on students achieving less than proficiency, and plans for achieving proficiency are outlined.

State test results and school-selected assessments are used to guide practices, allowing for strategic planning, goal setting, and modifications based upon tangible evidence. Throughout the year, student progress in reading and math is monitored, matching the STAR and the norm referenced test data to school assessment data. School assessments predict performance on the STAR. Students showing inadequate growth in periodic assessments are observed closely to identify specific weaknesses and to focus on effective teaching strategies. Intervention classes and a Student Success Team are in place to assist. The following regular assessments are used for success in reading: fluency and alphabet checks for kindergarten; Records of Oral Text in primary classes; and a computer-generated assessment, Scholastic Reading Inventory (SRI), for all readers. Achievement data in math is generated by Lightspan, a computer program; district quarterly math assessments; and Scott Foresman publisher assessments.

In conferences, teachers, students, and parents evaluate student progress based on assessment and set goals. Students learn to self-evaluate using criterion-based rubrics and direct feedback from assessments. This helps them become independent learners monitoring their own progress.

3.
Parents receive results from all standardized testing in the mail. Local newspapers print school test results for local schools and other school districts throughout the state. District and state web sites provide useful information, test results, and post the state curriculum standards.

Approximately 90% of parents attend Back-to-School Night held in the first month of the school year and are informed of grade level expectations and curriculum standards. Three times a year, written progress reports are sent home in the parents' primary language. Two formal conference periods coincide with reporting periods to review progress. Teachers are available to discuss in detail a student's progress and to make suggestions for growth and improvement. Plans of action are developed with parents for lower achieving students. The Student Success Team meets to help develop strategies to advance student performance. Parents of students requiring intervention are notified. Parents and students receive results of progress on SRI and math assessments. Students, teachers, and parents set goals together to achieve proficiency and advance beyond. Conference attendance is high, approximately 95%.

Communication is provided in a regular school newsletter, *The Bulldog Communicator*, parent letters and e-mails, school notices, school meetings, and councils. Our bilingual staff is available to translate for our Spanish speaking population. Notices are sent home translated in Spanish regularly.

4.

Success has made our school a host to principals, teachers, and visitors from other schools to observe our classrooms and school programs in action. Teachers at our school have led numerous curriculum workshops and forums available to district teachers. We provide student teaching experiences for new teachers training at California State University at Dominguez Hills. Several teachers work with new teachers in the BTSA program (Beginning Teacher Support and Assessment). Our two National Certified Teachers provide training and assistance with teachers at other schools as well as our own. We articulate with our onsite state preschool, the adjoining State Children's Center, and nearby middle schools to provide an integrated program and ensure smooth transitions. The state preschool and kindergarten teachers regularly discuss student progress, particularly in the development of reading readiness. They have access to our database allowing them to evaluate the success of their program by monitoring progress of former students. Communication with the preschool helps us identify special needs for early intervention. We work with the adjoining Children's Center to create coherent transitions between our programs. As a result of our input, the Children's Center keeps cumulative records of each student's strengths and areas of growth using Concepts About Print and emerging readiness skills for reading. The children from the Children's Center use our school library. Our school hosts a meeting between middle school counselors and our parents and students to keep them informed about matriculation options. As a result of collaboration with the local middle school, a pre-algebra class was opened to meet the needs of our advanced graduating fifth grade students.

PART V – CURRICULUM AND INSTRUCTION

1.
The rigorous California Content Standards define the curriculum in all the core curricular areas. The specific concepts, skills, and content are outlined for each grade level and all students have access to the core curriculum. Elementary school curriculum goals for are as follows:

Reading/Language Arts: A balanced reading program with emphasis on comprehension is built upon a strong basis of word analysis, fluency, and vocabulary development. Students read a broad variety of quality textual material to develop proficiency in both informative and literary reading. Students respond to, interpret, and analyze a variety of literary genre. Every classroom has sets of appropriate leveled books for students to read at their identified reading level in both literature and in informational content material across the curriculum. Students are held accountable for reading 20 to 30 books a year and responding to what they read. Students apply writing strategies and appropriate language conventions to compose narrative, descriptive, informative, and persuasive writing. Students write regularly in classroom workshops, creating portfolios of their work. All students have an opportunity to publish their works in a school anthology, The Bridge.
Mathematics: A systematic program incorporates all strands of mathematics at every grade level: number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability. Each year of instruction builds upon the previous to increase computation and problem solving skills and strategies. Use of math tools and grade level appropriate activities designed to teach and reinforce skills are used in the classroom. Materials and practice directly aligned with the standards are used. Computer technology is used to reinforce learning.
Science: A balanced science program provides developmentally appropriate lessons in physical science, life science, earth science, and experimentation and investigation at all grade levels. The California Standards dictate the grade level units. Students receive a full spectrum of scientific background and understanding of essential concepts in areas such as Matter, Human Body, Survival and Adaptation, Weather, Physics, Sound, Earth, Life Cycle, Water Cycle, Energy, Eco Systems, Geology, Electricity and Magnetism, and others. At every grade level, hands-on experimentation and investigations occur in which students record observations, test variables, and engage in the scientific process. FOSS investigation kits are used at all grade levels as well as the standards based Scott Foresman Text and other supplemental science reading material. Computer research and educational interactive programs reinforce scientific concepts.
Social Studies: An approach integrating history, geography, economics, government and civics is used. Primary grades study local community and comparative cultures, upper grades study California and the United States. Students compare and contrast events in the past with current times; geographical regions and resources; cultural and environmental diversity; exploration, immigration, settlement of people; structure of government; and sources of past conflict. Textual material including primary source material, historical fiction, simulation activities, dramatic production, Internet research and interactive programs, multi-media presentation, and map investigations are utilized.
Art: The arts program is integrated with other curriculum areas. The Arts Prototype Program provides three highly trained teachers in the arts: visual, dance, and drama. These teachers work with students weekly and train teachers to fully integrate arts in the curriculum. Students are involved in school art projects, education in ceramics, Art To Grow On experiences in a variety of media, a regular folk dance program, and choral, dramatic, and dance presentations.
PE/Dance: Students learn skills and strategies for participating in a full range of sports activities which promote physical activity and healthy choices. Physical fitness is emphasized. Fifth grade students participate in the President's Physical Fitness test and a developmental running program in which students are expected to successfully run a mile.

2a. **(Elementary Schools)**
The basis for success at our school is a sound and balanced reading program emphasizing both skills and comprehension and fully aligned with the California Content Standards. Powerful assessment tools are in place at all grade levels and keep us on target. In primary grades to pinpoint specific reading behaviors teachers use fluency, phonemic awareness assessments, alphabet checks, Records of Oral Text to determine reading levels and fluency for each student. These records are used to analyze individual student miscues, plan lessons, and select leveled books. Grade level teachers collaboratively set benchmark levels reflecting proficiency. Students read and are instructed in a wide variety of books, genres and text structures at their reading level. Scholastic Reading Inventory (SRI) tracks reading comprehension progress of each student and provides regular, computer generated, reports for students, teachers, and parents. Performance of individual students, classes, grade levels, and the entire school can be easily monitored with SRI. Students are aware of their numeric reading level generated by SRI and are motivated to improve by reading books in the range best for strengthening their comprehension. The goal is to accommodate all students, struggling and high achieving, giving them the level of instruction needed.

Our Resource Room contains a selection of nearly 20,000 titles of trade books, fiction, informational books, and leveled texts in sets of 5 to 30. Books are organized by genre and reading level easily available to teachers for classroom use. Third through fifth graders keep a reader's notebook to track genre and number of books read, aiming for balanced reading in a variety of genres. They record books and interests for future reading, write weekly letters to their teachers, make connections and ask questions, and follow up with discussion in literature circles and student-teacher conferences. Reading Counts is a software program in which students keep a record of books read, earning points for each book after successfully passing a short quiz. This component of the program provides incentive to students as they watch their accomplishments in reading build. Our goal is to develop self-aware, independent, readers who share what they read with others.

3.
"All students can and will advance their learning in an engaging and challenging environment" is our mission. To accomplish our goal, we have developed an integrated, developmental approach to mathematics instruction aligned with the California State Standards. Teachers collaboratively select specific hands-on activities that support the standards and arrive at appropriate benchmarks of achievement for their grade level in each mathematical strand: number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability. In kindergarten and the primary grades, number sense is critical to long-term success. Manipulative-based activities, mental mathematics and the Scott Foresman textbooks are used to create a strong conceptual base upon which to build higher mathematics in later years. Appropriate practice strengthens automaticity of number facts and computation skills and provides students with necessary tools for the confident application of math skills. Grades 3 to 5 focus on application of math skills and concepts, problem solving, and making useful connections in science and other curriculum areas.

Quarterly district benchmark assessments provide percentages of mastery for each tested standard for each student. Tests from the state-adopted Scott Foresman program are administered to assess whether specific standards within the mathematical strands are met. Computer software such as Math Generator and the AAA Mathematics website provide students with appropriate leveled practice. Math instruction is departmentalized in 4th and 5th grade, providing specialized expertise and a uniform program based upon standards and moving beyond as students advance.

STAR test demonstrate success the success of the mathematics program with over 80% of the students scoring proficient or advanced on the California Standards Test.

4.
We strive for advancement for each student with an engaging curriculum which increases their skills, abilities, and background of knowledge. To accomplish our goal we focus on standards to be met, vigilant review and assessment, and appropriate curriculum development. This includes designing criterion-based rubrics children can understand, finding ways for teachers and students to monitor learning, and purchasing materials aligned with the specific needs of our learners. We carefully scrutinize the progress of individual students, regularly review and reassess performance and teaching practices, make needed adjustments, and seek to improve the craft of teaching.

Data from assessments drives our planning and teaching. Classroom lessons, purchasing of materials, staff development, and assessment tools use the standards as a guideline. Teachers use materials, plan projects and homework, and assess student performance using rubrics based on the standards. Formal and informal assessments tailor instruction to individual needs.

Teachers work collaboratively at each grade level and across grade levels to create an integrated and consistent program. Instruction utilizes hands-on learning experiences, addresses different learning modalities, and creates a balance between independent and collaborative student work as well as teacher-directed and student–centered work. We use a variety of instructional tools that are designed to capture the interest of students: interactive computer programs and Internet research; video and related media technology; textbooks and other reading materials; hands-on materials and activities, especially for science and mathematics; experiential learning simulation activities; and projects designed to use the skills and concepts taught.

5.
Teachers engage in weekly professional development. Our district schedules one afternoon a week using banked time each day to provide for early dismissal for this purpose. As a staff we develop a professional development plan. After careful review of assessments, our staff professional development is based on the needs of our students. Each year an area of focus is selected for in-depth study and curriculum development. The last few years have targeted such areas as reading comprehension, literary analysis, written composition, and strengthening reading comprehension in informational text across the curriculum. Other curriculum areas are addressed throughout the year, but in less depth than the selected area of concern. In staff development, solid research findings are reviewed and discussed to establish effective teaching strategies and practices. Teachers implement strategies in their classrooms and share outcomes and student work to determine the level of success and make appropriate adjustments. Teachers showing the greatest success as seen in test data and review of student work samples provide leadership for others, sharing effective teaching methods.

Teachers regularly meet in grade level groups to discuss instructional practices and strategies, review student work, design appropriate learning activities, and share resources and materials. Release time is used for teachers to observe their colleagues and work together collaboratively. New teachers are teamed up with more experienced teachers at their grade level. The principal visits classrooms regularly and provides recommendations for successful teaching, and trains and supports new teachers. Most teachers attend a variety of workshops, in-services and conferences to keep current and gain additional professional training. Professional development is essential to a rigorous academic program and our staff is dedicated to improving their craft. We know the best teachers are those that continue to learn.

PART VII - ASSESSMENT RESULTS

CALIFORNIA STANDARDS TEST

The tables on the following pages report the results from the California Standards Test, our state criterion referenced test. The English/Language Arts portion has results for four years, while the math portion of the test for only three years. Determination for basic, proficient, and advanced scores occur as follows:

1. Students are given a raw score, based on how many items the student answered correctly.
2. The raw score is converted to a Scaled Score
3. Scaled scores are then used to determine performance standards of Far Below Basic, Below Basic, Basic, Proficient, and Advanced

The following are the scaled score ranges for Performance Standards, as determined by the California Department of Education:

English/Language Arts

Grade	Basic	Proficient	Advanced
2	300-349	350-401	402 and greater
3	300-349	350-401	402 and greater
4	300-349	350-392	393 and greater
5	300-349	350-394	395 and greater

Math

Grade	Basic	Proficient	Advanced
2	300-349	350-413	414 and greater
3	300-349	350-413	414 and greater
4	300-349	350-400	401 and greater
5	300-349	350-429	430 and greater

Park Western Place Elementary School has two classes of mentally retarded students. Two years ago the State began administering the CAPA test, as part of the California Standards Test for those students who are significantly mentally disabled. In 2000 and 2001 the children were not required to take the CST test per their IEP's and State requirements. If those children were included we would reach 100% in each grade level. The California Department of Education on the API school reports from 2000 to the present lists Park Western Place School as testing 100% of the students. The reason the percentage does not read 100% is because the CAPA children are not included in the totals. CAPA students are tested by ability level not grade level.

The California Standards test scores for the students of Park Western Place School combine the students from the regular education program with the children in the gifted high achieving magnet. The regular program's population is primarily economically disadvantaged and Hispanic. The magnet program's population is very stable, more affluent and very diverse. In 2000 / 2001 the ratio of magnet students to regular education children was two thirds magnet and one-third regular education. Last year the ratio was 50/50 as there has been an increase of over 100 students in the regular education program and the magnet population has stayed the same. The test scores of Park Western Place have significantly increased over the past four years even with the change in population.

Subject_English-Language Arts__ Grade_2_ Test California Standards Test
Edition/Publication Year_-_Changes yearly Publisher _ETS

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At Or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	98%	99%	92%
% At or Above Basic	93%	96%	94%	84%
% At or Above Proficient	81%	70%	68%	56%
% At Advanced	37%	31%	30%	24%
Number of students tested	110	113	107	108
Percent of total students tested	95%	92%	92%	96%
Number of students alternatively assessed	6	9	0	0
Percent of students alternatively assessed	5%	7%	0	0
SUBGROUP SCORES				
1.Economically Disadvantaged				
% At or Above Basic	86%	95%	90%	74%
% At or Above Proficient	67%	58%	55%	39%
% At Advanced	24%	18%	16%	14%
Number of students tested	45	55	64	51
2.Hispanic				
% At or Above Basic	88%	94%	88%	66%
% At or Above Proficient	68%	61%	46%	34%
% At Advanced	16%	20%	11%	13%
Number of students tested	50	49	45	38
3. White				
% At or Above Basic	100%	100%	100%	89%
% At or Above Proficient	93%	85%	86%	65%
% At Advanced	59%	33%	45%	42%
Number of students tested	27	27	29	26
4. Asian				
% At or Above Basic	100%	100%	100%	100%
% At or Above Proficient	100%	92%	89%	83%
% At Advanced	58%	69%	50%	33%
Number of students tested	12	13	18	18
5. African American				
% At or Above Basic	92%	100%	90%	88%
% At or Above Proficient	75%	50%	50%	53%
% At Advanced	25%	29%	20%	6%
Number of students tested	12	14	10	17
6. Gifted				
% At or Above Basic	100%	100%	100%	100%
% At or Above Proficient	100%	100%	100%	100%
% At Advanced	71%	100%	60%	64%
Number of students tested	7	2	15	17
STATE SCORES				
% At or Above Basic	65%	72%	67%	61%
% At or Above Proficient	35%	45%	37%	32%
% At Advanced	12%	18%	13%	10%

Subject _English-Language Arts__ Grade_3_____ Test California Standards Test_
Edition/Publication Year_- Changes Yearly____ Publisher_ETS

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At Or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	100%	99%	94%	97%
% At or Above Basic	96%	91%	90%	86%
% At or Above Proficient	77%	70%	77%	65%
% At Advanced	34%	30%	38%	22%
Number of students tested	116	116	115	87
Percent of total students tested	94%	97%	97%	95%
Number of students alternatively assessed	7	3	0	0
Percent of students alternatively assessed	6%	3%	0	0
SUBGROUP SCORES				
1. Economically Disadvantaged				
% At or Above Basic	93%	89%	82%	72%
% At or Above Proficient	63%	53%	65%	34%
% At Advanced	20%	18%	20%	6%
Number of students tested	60	58	56	32
2. Hispanic				
% At or Above Basic	94%	84%	76%	49%
% At or Above Proficient	61%	47%	52%	46%
% At Advanced	16%	9%	17%	6%
Number of students tested	49	57	42	32
3.White				
% At or Above Basic	100%	96%	97%	100%
% At or Above Proficient	90%	92%	90%	82%
% At Advanced	48%	54%	59%	41%
Number of students tested	31	26	29	22
4.Asian				
% At or Above Basic	100%	100%	100%	95%
% At or Above Proficient	100%	100%	98%	64%
% At Advanced	92%	50%	62%	22%
Number of students tested	12	16	18	19
5. Black				
% At or Above Basic	86%	100%	100%	80%
% At or Above Proficient	64%	88%	87%	70%
% At Advanced	29%	33%	25%	30%
Number of students tested	14	9	16	10
6.Gifted				
% At or Above Basic	100%	100%	100%	100%
% At or Above Proficient	100%	100%	98%	90%
% At Advanced	78%	56%	70%	36%
Number of students tested	32	45	41	31
State Scores				
% At or Above Basic	61%	63%	62%	59%
% At or Above Proficient	30%	33%	34%	30%
% At Advanced	9%	10%	11%	9%

Subject_ English-Language Arts_ Grade_4_____ Test_ California Standards Test_
Edition/Publication Year_- Changes yearly ___Publisher_ETS

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At Or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	98%	98%	95%	98%
% At or Above Basic	96%	93%	85%	87%
% At or Above Proficient	72%	78%	60%	77%
% At Advanced	33%	49%	30%	30%
Number of students tested	112	112	96	91
Percent of total students tested	97%	93%	93%	91%
Number of students alternatively assessed	3	7	0	0
Percent of students alternatively assessed	3%	6%	0	0
SUBGROUP SCORES				
1._Economically Disadvantaged				
% At or Above Basic	98%	81%	71%	76%
% At or Above Proficient	64%	59%	36%	27%
% At Advanced	19%	34%	9%	10%
Number of students tested	64	46	45	41
2. Hispanic				
% At or Above Basic	97%	81%	70%	70%
% At or Above Proficient	54%	56%	35%	54%
% At Advanced	12%	26%	8%	12%
Number of students tested	57	43	37	33
3. White				
% At or Above Basic	100%	100%	100%	100%
% At or Above Proficient	88%	90%	87%	87%
% At Advanced	65%	57%	52%	40%
Number of students tested	26	30	23	15
4. Asian				
% At or Above Basic	100%	100%	95%	92%
% At or Above Proficient	100%	100%	73%	91%
% At Advanced	54%	88%	42%	44%
Number of students tested	13	16	19	23
5. Black				
% At or Above Basic	88%	100%	77%	67%
% At or Above Proficient	75%	79%	69%	68%
% At Advanced	25%	36%	30%	40%
Number of students tested	8	14	13	15
6.Gifted				
% At or Above Basic	100%	100%	100%	100%
% At or Above Proficient	98%	96%	92%	98%
% At Advanced	66%	78%	52%	50%
Number of students tested	60	51	50	52
STATE SCORES				
% At or Above Basic	73%	74%	71%	66%
% At or Above Proficient	39%	39%	36%	33%
% At Advanced	16%	15%	14%	11%

Subject _English-Language Arts__ Grade_5_ Test_California Standards Test__
Edition/Publication Year - Changes yearly Publisher ETS

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May
SCHOOL SCORES				
% At Or Above Far Below Basic	100%	100%	100%	100%
% At or Above Below Basic	94%	98%	99%	97%
% At or Above Basic	89%	86%	91%	87%
% At or Above Proficient	77%	69%	76%	61%
% At Advanced	47%	36%	42%	25%
Number of students tested	112	100	89	94
Percent of total students tested	93%	98%	98%	94%
Number of students alternatively assessed	9	1	0	0
Percent of students alternatively assessed	7%	1%	0	0
SUBGROUP SCORES				
1.Economically Disadvantaged				
% At or Above Basic	74%	75%	84%	76%
% At or Above Proficient	55%	37%	65%	27%
% At Advanced	28%	20%	29%	10%
Number of students tested	47	41	42	41
2. Hispanic				
% At or Above Basic	75%	66%	82%	75%
% At or Above Proficient	57%	30%	58%	31%
% At Advanced	25%	9%	26%	11%
Number of students tested	44	33	34	36
3. White				
% At or Above Basic	96%	100%	100%	100%
% At or Above Proficient	96%	96%	80%	81%
% At Advanced	68%	63%	53%	42%
Number of students tested	28	27	15	26
4. Asian				
% At or Above Basic	100%	100%	100%	100%
% At or Above Proficient	94%	89%	86%	89%
% At Advanced	65%	28%	59%	28%
Number of students tested	17	18	22	18
5. Black				
% At or Above Basic	93%	90%	84%	77%
% At or Above Proficient	72%	72%	84%	44%
% At Advanced	36%	36%	46%	22%
Number of students tested	14	11	13	9
6.Gifted				
% At or Above Basic	98%	100%	100%	100%
% At or Above Proficient	98%	97%	97%	91%
% At Advanced	77%	54%	63%	47%
Number of students tested	60	61	58	43
STATE SCORES				
% At or Above Basic	71%	72%	71%	66%
% At or Above Proficient	40%	36%	31%	28%
% At Advanced	16%	10%	9%	7%

Subject Mathematics Grade 2 Test California Standards Test

Edition/Publication Year - Changes yearly Publisher ETS

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At Or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	100%	100%
% At or Above Basic	95%	95%	93%
% At or Above Proficient	85%	83%	77%
% At Advanced	58%	58%	40%
Number of students tested	110	113	108
Percent of total students tested	95%	93%	93%
Number of students alternatively assessed	6	9	0
Percent of students alternatively assessed	5%	7%	0
SUBGROUP SCORES			
1.Economically Disadvantaged			
% At or Above Basic	89%	91%	89%
% At or Above Proficient	76%	80%	65%
% At Advanced	45%	51%	23%
Number of students tested	45	55	65
2.Hispanic			
% At or Above Basic	96%	91%	85%
% At or Above Proficient	82%	80%	54%
% At Advanced	47%	51%	17%
Number of students tested	49	49	46
3. White			
% At or Above Basic	100%	100%	96%
% At or Above Proficient	96%	89%	93%
% At Advanced	67%	67%	72%
Number of students tested	27	27	29
4. Asian			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	100%	89%
% At Advanced	92%	77%	55%
Number of students tested	12	13	18
5. Black			
% At or Above Basic	75%	92%	100%
% At or Above Proficient	58%	77%	80%
% At Advanced	17%	46%	10%
Number of students tested	12	13	10
6.Gifted			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	100%	100%
% At Advanced	86%	100%	67%
Number of students tested	7	2	15
STATE SCORES			
% At or Above Basic	76%	76%	68%
% At or Above Proficient	51%	53%	43%
% At Advanced	23%	24%	16%

Subject _Mathematics Grade_3_ Test _California Standards Test_
Edition/Publication Year - Changes yearly____ Publisher_ETS

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At Or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	96%
% At or Above Basic	96%	94%	84%
% At or Above Proficient	88%	84%	73%
% At Advanced	66%	51%	51%
Number of students tested	116	116	117
Percent of total students tested	94%	97%	97%
Number of students alternatively assessed	7	3	0
Percent of students alternatively assessed	6%	3%	0
SUBGROUP SCORES			
1.Economically Disadvantaged			
% At or Above Basic	92%	91%	74%
% At or Above Proficient	82%	76%	57%
% At Advanced	53%	30%	31%
Number of students tested	60	58	32
2.Hispanic			
% At or Above Basic	94%	91%	67%
% At or Above Proficient	84%	76%	51%
% At Advanced	51%	30%	33%
Number of students tested	49	57	43
3. White			
% At or Above Basic	100%	96%	93%
% At or Above Proficient	97%	92%	83%
% At Advanced	84%	77%	62%
Number of students tested	31	26	29
4. Asian			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	94%	100%
% At Advanced	100%	81%	89%
Number of students tested	12	16	18
5. Black			
% At or Above Basic	86%	88%	94%
% At or Above Proficient	64%	88%	76%
% At Advanced	43%	44%	29%
Number of students tested	14	16	17
6.Gifted			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	100%	98%
% At Advanced	97%	82%	88%
Number of students tested	32	45	41
STATE SCORES			
% At or Above Basic	73%	71%	65%
% At or Above Proficient	48%	46%	38%
% At Advanced	21%	19%	12%

Subject _Mathematics Grade 4 Test CST
Edition/Publication Year – Changes yearly_____ Publisher ETS

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At Or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	99%	97%
% At or Above Basic	95%	92%	83%
% At or Above Proficient	80%	83%	67%
% At Advanced	52%	71%	34%
Number of students tested	116	113	99
Percent of total students tested	97%	94%	94%
Number of students alternatively assessed	3	7	0
Percent of students alternatively assessed	3%	6%	0
SUBGROUP SCORES			
1.Economically Disadvantaged			
% At or Above Basic	93%	83%	68%
% At or Above Proficient	70%	70%	47%
% At Advanced	39%	60%	19%
Number of students tested	64	46	47
2.Hispanic			
% At or Above Basic	93%	85%	66%
% At or Above Proficient	66%	79%	41%
% At Advanced	28%	51%	21%
Number of students tested	57	43	39
3. White			
% At or Above Basic	100%	100%	96%
% At or Above Proficient	92%	90%	96%
% At Advanced	85%	77%	48%
Number of students tested	26	30	23
4. Asian			
% At or Above Basic	100%	100%	88%
% At or Above Proficient	92%	100%	85%
% At Advanced	85%	94%	46%
Number of students tested	13	16	26
5. Black			
% At or Above Basic	88%	100%	79%
% At or Above Proficient	75%	100%	64%
% At Advanced	38%	79%	14%
Number of students tested	8	14	14
6.Gifted			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	98%	98%	94%
% At Advanced	78%	94%	50%
Number of students tested	60	51	52
STATE SCORES			
% At or Above Basic	73%	72%	67%
% At or Above Proficient	45%	45%	37%
% At Advanced	18%	18%	13%

Subject_Mathematics Grade_5____ Test_CST__
Edition/Publication Year – Changes yearly Publisher_ETS_

	2003-2004	2002-2003	2001-2002
Testing month	May	May	May
SCHOOL SCORES			
% At Or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	95%	100%
% At or Above Basic	95%	87%	96%
% At or Above Proficient	81%	79%	83%
% At Advanced	47%	53%	52%
Number of students tested	112	101	90
Percent of total students tested	93%	99%	99%
Number of students alternatively assessed	9	1	0
Percent of students alternatively assessed	7%	1%	0
SUBGROUP SCORES			
1.Economically Disadvantaged			
% At or Above Basic	87%	74%	91%
% At or Above Proficient	64%	59%	77%
% At Advanced	28%	21%	35%
Number of students tested	47	41	43
2.Hispanic			
% At or Above Basic	86%	74%	91%
% At or Above Proficient	66%	59%	77%
% At Advanced	27%	21%	35%
Number of students tested	44	38	43
3. White			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	93%	100%	93%
% At Advanced	68%	80%	80%
Number of students tested	28	25	15
4. Asian			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	94%	100%	95%
% At Advanced	65%	22%	76%
Number of students tested	17	18	21
5. Black			
% At or Above Basic	100%	92%	92%
% At or Above Proficient	79%	83%	77%
% At Advanced	36%	42%	46%
Number of students tested	14	12	13
6.Gifted			
% At or Above Basic	100%	100%	100%
% At or Above Proficient	100%	99%	98%
% At Advanced	75%	74%	72%
Number of students tested	60	61	58
STATE SCORES			
% At or Above Basic	65%	61%	59%
% At or Above Proficient	38%	35%	29%
% At Advanced	12%	10%	7%